DOCUMENT RESUME

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TITLE	Project TEACH (Teacher Effectiveness and Classroom Handling). Description of Teacher Inservice Education Materials.
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ABSTRACT

The teacher program described here fccuses cn optiens for dealing positively with the day-tc-day prcblems and occurrences in the classroom and reducing psychic and physical drain cn the teacher. Emphasis is on positive management and relational skills, i.e., verbal skills, momentum building and nonconfrontaticn strategies, and decision-making techniques. Information is provided here on the purposes and content of the prcgram and materials, as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS
SUMMARY INFORMATION

Title: PROJECT TEACH (Teacher Effectiveness and Classroom Handling)

Publication Date(s): Copyright 1974 - Performance Learning Systems, Inc.

Intended Users: Practicing classroom teachers; adaptable for undergraduate level

Grade Level(s): Kindergarten, elementary, middle, secondary school

Number: Group

Primary Focus: The delivery of a wide range of options for all teachers for dealing positively with the day-to-day problems and occurrences in the classroom and reducing psychic and physical drain on the teacher are covered.

School subject(s) and/or inservice topic(s) covered:

Inservice topics include: positive management and relational skills, i.e., verbal skills, momentum building and non-confrontation strategies and decision-making techniques.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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What participant does in using the materials:

Under the direction of a trained instructor, trainees work in triads, using a variety of techniques that enable immediate informational feedback: response to audiotaped questions and instructions; participation in group discussion of concepts raised; identifying and using skills taught within the context of brief taped dramatizations; role-plays to further internalize skills; practice and refinement of skills taught through Action Assignments performed in the classroom.

Resources:

Materials include an Instructor's Guide, two sets of cassette tapes and a trainee's manual, entitled Project T.E.A.C.H. An instructor, specifically trained by Performance Learning Systems, is necessary to conduct the course. The minimum time required to complete training and follow up activities is 45 hours; the maximum time is 60 hours.

Describer critique:

This is a course that provides teachers with the skills to meet day-to-day realities of the classroom. It sharpens and increases skills of experienced teachers, and introduces skills and concepts that are not covered in other courses, at either graduate or undergraduate levels.

SP 013 902

1.0 PURPOSES:

The purposes of the course are:

1. To implement Utility Verbal Skills to understand the students' agendas.
2. To discern student resistances from their verbal and non-verbal messages and to use Supportive Verbal Skills to overcome these resistances.
3. To think carefully before deciding to keep, share or give decision-making power to students and to use Problem Solving Skills congruent with that decision.
4. To increase use of Momentum Strategies in order to sustain class concentration.
5. To increase use of Non-Confrontation Strategies in appropriate situations.
6. To increase use of Approval Statements and Positive Phrasing and to employ knowledge of Student Satisfactions to produce positive classroom behaviors in students.
7. To identify positive and negative influentials in the classroom.
8. To employ Student Satisfactions for the achievement of group goals (Team Building).
9. To develop Natural Leadership by incorporating Team Building techniques into the daily management of the classroom.
10. To increase use of Motivational Strategies.
11. To utilize the principles of the P.O.W.E.R. Judgment in analyzing and dealing with difficult situations.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The content of the course covers the following skills:

1. UTILITY VERBAL SKILLS: Open- and Closed-Ended Questions; Confirmatory and Leading Paraphrases--To facilitate accurate communication through ready identification of and response to students' overt and covert messages; to encourage a change of behavior or performance, when desirable, through student insight.
2. SUPPORTIVE VERBAL SKILLS: Positive Phrasing--To concentrate verbally on the positive aspects of behavior or performance--seeing the glass half-full instead of half-empty. Empathy Statement--To deal positively and constructively with behavior or performance resulting from acting-out or acting from emotions. Supporting Statement--To relate to a student's opinion or ideas, even when in disagreement, so that defensiveness and hostility are avoided and a change in point of view, when desirable, is effected through student insight. Approval Statement--To use approval in such a way that it is integrated into a student's self-concept.
3. PROBLEM SOLVING SKILLS: Problem Solving Inquiry--To resolve individual and group problems through a degree of involvement of students in the solutions. Contingent Action Proposal--To resolve problems through a mutual commitment to action on the part of both student and teacher. Disapproval Statement--To solve problems so that disapproval or criticism is understood to be of only the student's performance or behavior rather than of the student and internalization of disapproval into student's self-concept is avoided.
4. COUNSELLING: Techniques to be used with both students and parents in resolving a wide range of problems. Directive--Making liberal use of questions to deal with immediate problem. Non-Directive--Making liberal use of paraphrases to uncover underlying problems.
5. HUMOR AND NON-CONFRONTATION: Humor as a tension-relieving mechanism to avoid management problems; establishing and sustaining momentum in the class to avoid and deal with management problems. Momentum Strategies--Tactical Emplacement; Random Questioning; Student Accountability; Non-Verbal Communication; Flexible Concentration; Transitional Timing; Encroachment of the Field of Safety (Moving In, Eye Contact, Name Dropping). Non-Confrontation Strategies--Issue Conversion; Irrelevant Maneuver; Guardian Gambit; Advise Me Tactic.
6. GROUP DYNAMICS: An in-depth analysis of group dynamics as they apply to the classroom. The teacher as the leader. The leadership role in building group and individual pride toward the end of developing group cohesiveness working toward common goals (Team Building). Identifying the influentials that affect the dynamics of the group. Using Problem Solving Skills within the context of group dynamics insights.
7. THE P.O.W.E.R. JUDGMENT (Problem Identification; Ownership of the Problem; Winnability; Evaluation of Strategy; Reinforcement of Win). A complex technique for determining how to solve management problems by means of the skills and strategies taught.

Sequence

The course has been carefully structured and should be followed in the manner prescribed by the developer.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Inservice activities include attendance at and participation in 10-15 three-hour class meetings, with ± 15 hours outside of class devoted to practice of the skills in teachers' own classrooms. The difference in class time (30-45 hours) is accounted for by the differing requirements of local colleges and universities accrediting the course.

Training techniques include multi-media approaches that enable quick learning of the skills and strategies taught and immediate reinforcement; audio case study vignettes in which trainees practice identification and verbalization of skills taught, as well as decision-making with regard to skills to be used in different circumstances and for different reasons; role playing, in which each trainee acts, in turn, as Teacher Role Player, Student Role Player, and Observer; action assignments, performed between class meetings in trainees' own classrooms for practice and internalization of skills and techniques taught. Additional activities include analysis of the dynamics of trainees' classes and of the ways in which skills and strategies of the program can be utilized most effectively. The final activity, using the P.O.W.E.R. Judgment, brings to bear all skills and strategies in the solution of difficult classroom problems.

3.2 Help given in use of product:

Project TEACH is taught by specially trained instructors who have been selected on the basis of exceptionally high teaching experience and academic credentials that are acceptable to accrediting colleges.

In addition, the Project TEACH coordinating office in Westwood, New Jersey maintains a full-time staff of five to provide constant quality control, analysis of evaluations, and instructor support. Meetings with instructors are held nationwide semi-annually to update.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

At the conclusion of each class, trainees complete an evaluation of the course, which includes questions relating to the trainee's increased understanding of and proficiency in communication, dealing with confrontation, resolving problems verbally, using humor in the classroom, etc.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

State or local associations, school districts, or universities desiring to sponsor Project TEACH courses under their auspices should contact the distributor.

5.2 Distributor name/address:

Performance Learning Systems, Inc.
175 Westwood Avenue
Westwood, New Jersey 07675

Joe Hasenstab, Director
(201) 664-9100

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
*PROJECT TEACH Instructor's Guide	No cost for trained instructors		1/trainer	
Trainee Manual	$45		1/trainee	no
**Course	$100-225			

*Under an agreement of secret and privileged knowledge, instructors are trained by Performance Learning Systems at no cost, provided the instructor and the sponsoring agency commit themselves to the instruction of a minimum of 100 trainees per instructor over a period of five semesters. The minimum number of instructors trained at no cost per sponsoring agency is ten.
**Costs for the course depend upon arrangements made with the sponsoring agency and accrediting university vis-a-vis the instructor's fee and tuition for graduate credits. Performance Learning Systems will, at their discretion provide up to $15 per enrolled trainee toward instructor support activities, including promotional assistance under a Planned Program Budgeting System.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Performance Learning Systems is a well-respected training system design organization. They are the developers of Verbal Skills in Negotiation, owned and used nationwide by affiliates of the National Education Association, as well as by the Ontario Public School Men Teachers' Federation in Canada; Speaking for Teachers, a three-module program in community, press, and legislative relations, used by affiliates of the National Education Association and the Ontario Public School Men Teachers' Federation; The Advocate, a membership development program developed for NEA, and Interview Skills for Teachers, designed for Student NEA.

6.2 How developed and when:

In response to personal conversations with teachers and association personnel, Performance Learning Systems initiated research, development and design of Project TEACH in 1974. The research methodology involved in-depth interviews with highly proficient teachers, transcription and analysis of the interviews to identify verbal skills and strategies that comprised the most effective teacher practices, and design of the data into an easily learnable training format.

Prior to general distribution, Project TEACH was field-tested among two groups of trainees in New Jersey, and relevant revisions were made. The program continued to be evaluated on an ongoing basis, and in 1975 the program was further revised, with an additional revision resulting in its second edition in the fall of 1976.

Additional input continues to be made into the program while its essential format and content remain the same.

6.3 Evidence of effectiveness with users:

As of January 17, 1978, Project TEACH is endorsed and sponsored by the Bergen County (New Jersey) Education Association, California Teachers Association, Connecticut Education Association, Indiana State Teachers Association, Iowa State Education Association, Kansas-NEA, Maine State Teachers Association, Ohio Education Association, Washington Education Association, Vermont Education Association, and the Ontario (Canada) Public School Men Teachers' Association.

A partial list of colleges accrediting and sponsoring Project TEACH includes Lesley College (Cambridge, Massachusetts); Ball State (Indiana) University; Bowling Green (Ohio) University; Upper Iowa University; Luther College (Iowa); Seattle Pacific University (Washington); Fairfield (Connecticut) University; Monmouth College (New Jersey).

Evaluations by teachers who have taken the course reveal that 98.31%* rate the course as the best or among the best ever taken; 88.05% rate their instructors as excellent. Ninety-four per cent feel they deal more effectively with confrontational situations; and evaluating teachers project an average 44.28% increase in their effectiveness with students.

*Figures based on evaluations by all 1,539 teachers trained in Indiana, Iowa, Maine, New Jersey, and Vermont during spring and summer 1977. Verifiable through sponsoring colleges and/or education associations.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The pressing need for skills in managing today's classroom makes Project TEACH particularly appropriate. Teachers continue to indicate that the skills and strategies taught are eminently adaptable to all classrooms, regardless of age level or subject, and for virtually all situations.

Technical elements, such as printing, audio-recording, and tape reproduction are of the highest quality.

Content accuracy/social fairness/community acceptance issues:

Since the content of the program is essentially a system of options that work in the classroom, there is no question regarding their accuracy. However, outside research has also substantiated their validity. Because there is no particular slant to the concepts raised, except insofar as they are effective, there is no issue of social fairness or community acceptance involved.

Overall summary/comment:

Application of Project TEACH skills within the classroom and subsequent discussions with other participants comprise most of the homework. Opportunity for weekly program evaluation and for self-progress reporting is encouraged with the use of participants' folders.

JH, DM-1/78